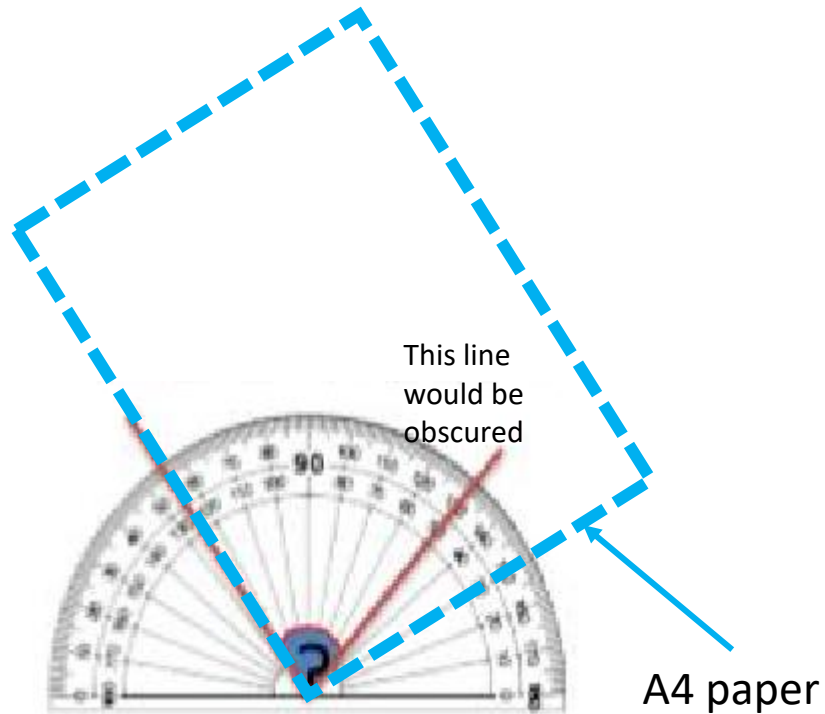
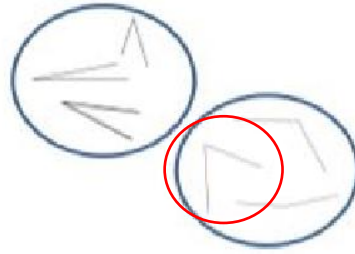


Sam is not correct. He has read the protractor and seen that the right hand line is on the 130° mark, BUT the other line which makes the angle doesn't start at zero. It starts at 55°. If I subtract 55 from 130, I get 75, so this means the angle is 75° - less than a right angle, so it must be acute.

A quick way of checking would be to line up the corner of a piece of A4 paper (which you know is 90 degrees) along one line and you wouldn't be able to see the other line at all, meaning it must be smaller than a right angle.



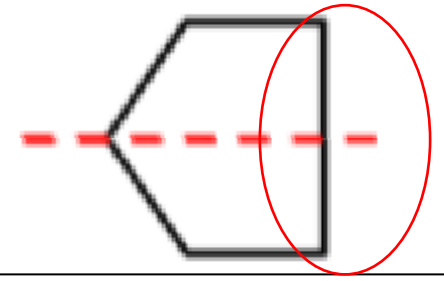
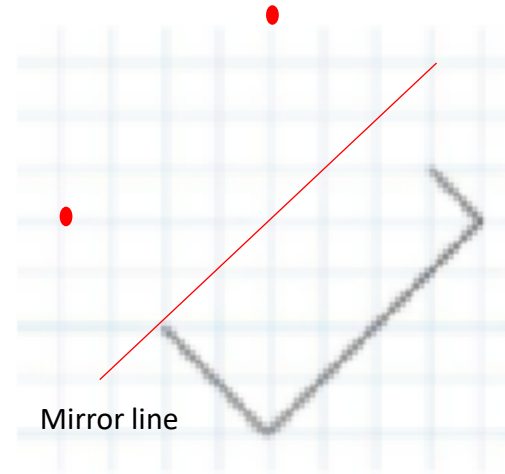
Tim is sorting angles.  
Can you label the groups?  
Can you circle the odd one out?



The first group are acute angles, the second are reflex. The odd one out is circled, because if you measured the inside of the angle it is the only acute one. To avoid confusion, the angle you would be asked to measure is usually signified by an arc.

For the triangle activity you would need to show diagrams of isosceles triangles which do only have 1 line of symmetry, but also equilateral triangles which have 3 lines of symmetry. Also quote the rule re the number of equal sides and angles is the same as the number of lines of symmetry.

Jasmine could cut out the square and fold it along the lines she has identified, but then also fold it corner to corner, to show the two additional lines.



To prove that Caroline is correct you would need to draw the reflected shape as shown above and make the point that although Caroline had 3 lines in her half of the shape, the line on the right continues along the same plane.

The way to prove that this shape has not been reflected correctly, would be to place a mirror along the reflection line so you could see the reflected shape.

